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ABSTRACT

This study examines one outcome of the Professional Development School (PDS) model - the preparation of beginning teachers - documenting the relationship between participation in a PDS teacher preparation program and subsequent teaching practices. Five graduates of one PDS program who had taught for 3-6 years in non-PDS K-12 schools completed four interviews each and were observed in their classrooms. The interviews elicited narrative stories of practice, and these practices were compared to a matrix of characteristics of learning-centered teaching practices gleaned from the literature. The interviews focused on perceived influence of the PDS experience on subsequent teaching practices and the subsequent contextual factors that influenced their teaching practices. Overall, graduates reported that their experiences in the PDS program were strong and positive. They consistently reported five important elements: quality of mentoring, excellent models of teaching, involvement of the whole school, connections between coursework and classwork, and support of the cohort structure. Consistent emergent themes included the influence of their life histories on their perceptions of the PDS program, leadership, building connections with parents, teachers as change agents, and raising expectations as professionals in their schools. Appendix includes Characteristics of Learner-Centered Practices from the Literature. (Contains 35 references.) (SM)

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F. Ross

So What Type of Teachers Are They? - Graduates of a PDS Teacher Preparation Program 3-6 Years Later

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Introduction

The professional development school (PDS) model for teacher preparation is strongly promoted in the literature for preparing teachers for the 21st Century (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1990; National Commission on Teaching & America's Future, 1996. The rapid growth in the number of programs that identify themselves as PDSs has been remarkable from the publication of the guiding principles by the Holmes Group in 1990 to over 600 programs nationwide in 2000 (AACTE, 2000).

The advocacy literature promotes the PDS model as holding the possibility for simultaneous school/university reform, improvement of education K-16, continual professional development for experienced teachers, and model preparation for beginning teachers. There is research and literature about the potential of the PDS model, and about the development of PDSs, but there is limited literature about the long-term influence of the model, in part because there are few programs that have been in existence for more than ten years.

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So what are the results of these massive, nation wide, initiatives? These are the questions that must be asked systematically of every aspect of the PDS programs in order to help strengthen the programs themselves and to justify continued support of, and investment in, these programs.

This study looked in depth at one outcome of the PDS model - the preparation of beginning teachers. The purpose of this study was to document the relationship between participation in a professional development school (PDS) teacher preparation program and subsequent teaching practices as perceived by five graduates. Graduates of one PDS teacher preparation program who had taught for three to six years in non-PDS, K-12 schools were interviewed and observed in their classrooms. The interview strategy was to elicit narrative stories of practice as stories contain the intersection of beliefs and practice. The teaching practices were compared to a matrix of characteristics of learning-centered teaching practices gleaned from the literature. (Appendix A)

Theoretical Perspective

This study was pursued in the spirit of narrative inquiry (Carter, 1993; Connelly and Clandinin, 1987, 1997; Mishler, 1986) in which it is understood that teachers "have a rich store of situated or storied knowledge of curriculum content, classroom social processes, academic tasks, and students' understandings and intentions" (Carter, 1993). However, unlike Connelly and Clandinin, who allow the research topics to emerge out of practice, this study followed the emerging tradition of using narrative to collect and analyze data in relation to predetermined theoretical questions (Ayers, 1987; Carter, 1993; Cohen, 1988; Lemberger, 1990).

Teaching is a complex and context dependent practice in which the teacher must consider simultaneously multiple levels of interactions -- the content, the student, the class of students, and the accountability measures among many other variables. The development of a teacher is influenced by a lifetime of experiences that interact. Narrative inquiry as a research methodology attempts to preserve and recognize the complexity of teaching and teacher development. Narrative inquiry allowed for the stories of the life histories of the graduates, including their experiences in the PDS teacher preparation program, to inform the

analysis of their teaching practices (Ayers, 1987; Clandinin & Connelly, 1994; Connelly & Clandinin, 1987).

This study was conducted in the tradition of life history and collaborative autobiography (Butt, Raymond, & Yamagishi, 1988; Carter & Doyle, 1996; Zeichner & Gore, 1990). This theoretical perspective allows for consideration of the widely accepted "apprenticeship of observation" (Lortie, 1975). It is recognized that for many teachers, their experiences in school as students effects their later teaching practices (Britzman, 1986; Bullough, 1989; Doyle, 1990; Hollingsworth, 1989; Kagan, 1992). Using life history techniques, the researcher and participants were able to distinguish some of the continuing influences of experiences as K-12 students from experiences in the PDS teacher preparation program. It also provided the context for understanding some of the ways that prior beliefs and attitudes provided the schemata through which the preservice teachers experienced their teacher preparation programs (Aitken & Mildon, 1991; Calderhead & Robson, 1991; Weinstein, 1990).

This study was proposed to have extensive co-construction of the narratives. This was limited by the limited time available to the teachers. The researcher assumed a stance or attitude of letting stories emerge from the interviews. Generally, interviewees take clues from the interviewer about what type of response is being sought (Mishler, 1986). It was this researcher's assumption that stories exist and would dominate the interview dialogue when the storyteller was provided with an attentive listener. Full interview transcripts were provided to the participants for review, as were the edited narrative texts assembled by the researcher.

Data Sources

The particular PDS program was selected for this study because it is a well established (8 years or longer at the time of the research) PDS program with a national reputation (Lord, M., April 10, 2000; NEA-TEI, 2000; NNER, 2000). It is located at a medium-sized, regional, public university in Northeastern United States. The PDS partner schools range from a small urban district (8,000 students), to several suburban districts, to several multi-town rural districts. The graduates participated in the program between 1992-

'93 to 1995-'96, the fourth to seventh year of the program's operation. The program operated in five distinct sites, each with its' own defining characteristics that reflected the nature of the collaboration with the partnering school district(s). The participants volunteered for the study and taught in non-PDS schools within 100 miles of the university they graduated from.

A series of four interviews were conducted with each of the participants (Seidman, 1991). The first interview was to create an educational autobiography of their experiences in schools, the second was to collect classroom stories of their teaching practices, the third was about the experiences in their teacher preparation program and the fourth was to follow-up on any missed points, contradictions, and ask some direct questions about PDSs.

At least one classroom observation was made with each of the participants between the second and third interviews. Full transcripts of the interviews were provided to the participants for review. Classroom documents like product descriptors and assessment rubrics that supported the teaching practices were also collected and reviewed.

Sample

Thirty graduates were solicited based on professor recommendations, availability of contact information, and proximity of location to the university. Nine agreed to participate but only six were deemed eligible because of number of years teaching and completion of the Masters in Teaching and Learning (MTL).

Table 1 – Basic Description of the Participants

	School Level and Student Population	Subject Area(s)	Age Level	ETEP year	ETEP site	MTL Graduation
Patty Walker	Junior High School 350 students grades 7&8	math, science, reading	8th grade	1994-95	Weymouth	1997
Fran Black	Elementary School 300 students grades K-6	gifted and talented math and enrichment in all subject areas	K-5	1991-92	Weymouth	1994
Jim White	High School 180 students grades 9-12	algebra, basic math, physical science, civics and law	9-10th grade	1992-93	Franklin	1995
Meg Little	Primary School 800 students grades K-2	All subject areas	K	1992-93	Weymouth	1995
Mike Fay	High School Students grades 9--12	English - sophomore heterogeneous college level senior English	10th and 12th grade	1993-94	Great Pond	1998
Kathy Klein[1]	Elementary	All subject areas	2nd grade	1994– 95	Great Pond	1998

All five of the graduates spent nine months in an exemplar PDS teacher preparation program. However, the schools in which they observed and interned varied. It is difficult to draw conclusions about the influence of the PDS experience because there is such a range of school/university collaboratives that call themselves PDS, even within the same program as was true of the program in this study. One university partnered with five single or multi-district sites, each of which partnered with 6-15 schools for a total of nearly 50 schools.

[1] Withdrew from the study for medical reasons after the first interview.

For the purposes of this study the schools in which the graduates did their internships were rated as "strong PDS," "emerging PDS," or "clinical placement site." A school was rated as a "strong PDS" if it had a solid core of mentor teachers committed to the program who were involved for several years and there was some university support of professional development and/or teachers instructing in university coursework. A school was rated as an "emerging PDS" if there were some mentor teachers who had worked with the university for several years. A school was a "clinical placement site" if just one or two interns were placed there when placements could not be made in a PDS. The ratings were made by the university faculty site coordinators who worked in each site. Three of the graduates in this study were in strong PDS for at least two of their three placements.

Table 2 –Type of PDS of Internship Placements.

	Placement #1	Placement #2	Placement #3
Patty Walker	strong PDS	emerging PDS	clinical placement
Mike Fay	strong PDS	clinical placement	[only had 2 placements]
Jim White	strong PDS	strong PDS	strong PDS
Meg Little	emergent PDS	strong PDS	strong PDS
Fran Black	emergent PDS	clinical placement	emerging PDS

The graduates consistently said that the internship was the most influential part of their teaching preparation and they specified that it was influential because of the mentor teacher and because of the extended time in the classroom.

Analysis

The emphasis of the analysis was to understand the meaning making of the teachers. The teachers were viewed as representatives of the PDS experience (Kvale, 1996). The stories told of their experiences were treated as truth in so much as their perception of their reality is what influenced their actions and beliefs (Weirsma, 1995).

This study began with a set of four research questions. The research questions were:

1. What is the influence of teacher preparation in a PDS setting on the subsequent teaching practices of graduates as revealed through a) the stories graduates tell of experiences from their current teaching practices, and b) observations of their classroom practices?
2. What experiences from their teacher preparation do graduates report had the greatest impact on them as potential teachers? What experiences had the least impact?
3. What do these graduates perceive to be the contextual factors that supported and hindered their becoming the kind of teacher advocated by their preparation program?
4. What similarities and differences do these graduates see between their experiences in a PDS program and the outcome goals for graduates of PDS teacher preparation programs promoted in the advocacy literature and in their particular program specifically? How do they account for any similarities or differences?

Analysis of the data was conducted using the research questions as categories. However, analysis was ongoing simultaneous with data collection and allowed the researcher to modify the interview questions as they proceeded (Glesne & Peshkin, 1992). Common themes and patterns of experience emerged from the data and were examined in the analysis even when they were beyond the immediate structure of the research questions.

Findings

Findings were identified from the analysis of the texts using the research questions as categories as well as allowing themes to emerge from the data. The research questions address: the graduates' perceived influence of the PDS experience on subsequent teaching practices; the experiences with the greatest and least impact from the PDS preparation program; the subsequent contextual factors that influenced their teaching practices; and a comparison of their teaching practices with the PDS advocacy literature. This paper will elaborate on the first and last research questions because of their focus on the PDS influence. The emergent themes were: the influence of their life histories on their perception of the PDS

teacher preparation program; emerging leadership; building connections with parents; teachers as change agents; and raising expectations as professionals in their schools.

Perceived Influence of PDS on Subsequent Teaching Practices

In general, it was found that graduates reported that their experiences in their teacher preparation program were strong and positive. It was interesting that only one of the five graduates claimed to have ever heard the term professional development school. The graduates were unable to compare their experience in the PDS teacher preparation program to other teacher education programs because they had only experienced one program. In the interviews they were asked to compare their experiences to the experiences they heard colleagues report about their teacher preparation programs. The most insightful comparisons came from the graduates who sat on interview committees for hiring new teachers and were able to compare the application materials and interview responses of graduates of a PDS teacher preparation program to graduates of more traditional teacher preparation programs. Patty reported that,

> From my perspective, I've sat on a lot of our interview teams here and looking at candidates. It's obvious when you look at...(PDS graduates) tend to have a lot more variety...They have longer classroom placements. Their portfolios or their discussions of their work are generally much more well developed. Much more current.

Another graduate was able to compare teacher preparation programs from having been a mentor teacher and observing the quality of preparation and supervision that each of the students teachers brought to her classroom. Meg reported that she had received much more extensive supervision in the PDS program during her teacher preparation than what she observed while mentoring student teachers from two traditional teacher education programs. She also felt better prepared for lesson planning, curriculum design, and classroom management than the student teachers she mentored were.

There were five elements of their teacher preparation experiences that were consistently reported by all of the graduates interviewed. These were: the quality of the mentoring; the excellent models of teaching; the involvement in the entire school, not just a classroom during the internship; the connections between the coursework and the classroom; and the support of the cohort structure.

Mentoring

Ideally in a PDS, the university provides support for mentor teaching through workshops and support groups as each of these sites did. Several of the graduates specifically mentioned the quality of the mentoring they received. Meg had three strong mentor teachers who were all part of PDSs and had been mentor teachers previously.

> All of the women I interned with planned with me on our prep times...They'd show me why they were doing certain skills; they would show me the progression of it. They'd show me how to outline it in my plan book. They just really took that time to show me how to come up with things on your own and then when my week came I knew how to do it.

Patty, who had one of the same mentor teachers as Meg, said she, "was very good about giving me feedback. We processed a lot, she was very good about that." Fran shared the story of a time when her mentor teacher taught her about "wait time" as a classroom management strategy after observing her teach.

Mike talked about the types of questions his mentor and advisors (supervisors) challenged him to always ask about his teaching practice: "Why did you ask these questions? What is your point?...If you don't have clear expectations for the kids how do you expect any work, any real work there?" He found that he continued to ask himself the same questions when he reflected on his teaching even three years later.

Mike felt that he had had a great mentor teacher. The qualities he identified were her consistent observation of his teaching, her timely feedback, and frequent conversations about student work.

> She'd (his mentor teacher) take that time right after something happened. Not two days later or a week later and that was just so valuable to me...She sat in on every one of my classes and took notes and observed and critiqued and helped me grade papers and just was a great mentor teacher...

The mentor teacher he was speaking about was actually from a school that was not a PDS but a clinical placement. Mentoring made a big difference for these graduates and a goal of the PDS structure is to provide supports for strengthening the quality of mentoring and supporting the development of veteran teachers so that they provide models of excellent teaching practices.

Excellent Models of Teaching

The quality of teaching that interns saw modeled could have a strong influence on their subsequent teaching practices. Meg was emphatic that, "I was very fortunate that the kindergarten teacher I had was outstanding because I do so much that she does." Fran said that she "saw really good teaching" and gave examples of specific things she had learned from observing and being mentored, including working with parents, wait time, and using her voice intonation for classroom management. Mike gave a detailed description of the model of teaching he observed in his second placement. He described his mentor teacher's use of the Socratic seminar and the essay writing assignments that required critical reading and writing skills. Mike used several of the same strategies and pushed for critical reading and writing in the assignments he required of his students. Patty also had three mentor teachers who modeled excellent practice. Her mentor teacher, "...is just incredible. I think he was teacher of the year or something," and her first mentor teacher, 'was very organized...had a very strong relationship with the kids...I guess it's more the type of relationship that I have with my kids."

In a profession that is known for its 13 year "apprenticeship of observation" (Lortie, 1975) from the perspective of being a student, the influence of observing model teachers can be very important and strong. Interns were sometimes placed by site coordinators in clinical settings rather than PDS schools when there was an excellent mentor teacher available in a non-PDS school and limited placements available in the PDS site (C. Majors & S. Walters, personal communication, June 20, 1999). In theory, the PDS supports the development of veteran teachers to provide the excellent models of teaching desired for interns, however this is not always a reality, especially in the early development of PDSs.

Interns Involved Throughout the Entire School

One of the promises of the PDS is to expand the internship experience beyond the walls of one classroom and one teacher to provide experiences in the entire school for interns. This did seem to be more prevalent in the strong PDSs than in the placements with strong mentor teachers in clinical settings. Jim mentioned several times how important his work with the entire math and science faculty around aligning the curriculum had been.

especially as the school he subsequently taught at was working to accomplish the same thing. Mike, who had a difficult first placement with his mentor teacher, was in a strong PDS and valued the extended experiences he had beyond his mentor's classroom. Patty and Meg both had the privilege of interning with the teaching principal so they were privy to some of the challenges for administrators beyond understanding the challenges for teachers.

Connections Between Coursework and the Classroom

Another way that the PDS model promises to be different from more traditional models of teacher preparation programs, is to provide a coherent program (Griffin, 1986) with strong connections between coursework and the classroom. Although the graduates all said that the coursework was the least influential part of the program, they did appreciate where there were connections between the coursework and the classroom and the connections seemed to grow stronger over subsequent years in the program.

Fran attended the program in '91-'92 and said that,

> ...some of the lessons were taught where they were trying to teach you something that it was clear that that instructor had not been in a classroom with students for years. It was really obvious that they were showing you a methodology but not really how you would deliver it. They were delivering it to adults who were going to be compliant...but really didn't focus enough on some of the things that you really do need as a teacher.

She did talk about the math methods teacher who had taught model lessons in classrooms with children and modeled how to deliver the methodology she promoted.

Meg attended ETEP in the same site the following year and said,

> ...unfortunately, a lot of the course work that we did the teachers were not as invested and we...learned about the theorists and...I've never used it...just sitting there hearing lectures, reading books...is just a waste of time.

Both Meg and Fran also commented that the coordination between the ETEP program and the Masters in Teaching and Learning (MTL) was not well aligned as they covered many of the same theorists in both programs. Jim attended ETEP in the same year as Meg but in a different site. He also confirmed that the coursework was the least influential.

Patty, who attended the same site as Meg and Fran but in '94-'95 shared that several of the courses were quite helpful. The math course was not helpful to her because she wanted math for older students. However, the life span and reading/writing workshops were "fascinating." She appreciated the theoretical and philosophical ideas about education and actually wished that there had been more grounding in the history and philosophy of education. Patty said that she had chosen the ETEP program partly because, "it looked like a nice mix of coursework that was reasonable but also a lot of experience built into the internships."

Mike, who attended the Great Pond site in '95-'96 said that, "...many of the courses I took I felt were completely useless...or about a quarter as effective as they should have been. Like my English (methods) class." However, one class, the integrative seminar that met weekly at the site was beneficial. "I learned a lot more from seminar and from talking with other ETEPers and other teachers, my mentor teachers and people I worked with than from any of my classes." So, although the movement has been towards building a cohesive program of coursework and classroom experience, these teachers believed it was still a weak point in the program.

Support of the Cohort Structure

Another aspect of the PDS model is designed to create a supportive learning community. The cohort structure of the ETEP program builds this community through several structures. The intern cohort is designed to be a group of 15-20 interns in grades K-12. The cohort begins building community through an orientation program that frequently involves some type of team building, including an overnight camping trip. The cohort is maintained throughout the ETEP program through a weekly or bi-weekly, year-long seminar that serves to integrate the coursework and classroom experiences. Fran commented on how important the initial team building activities were to her group and how the experience was lacking from the MTL program.

> I really liked the Outward Bound aspect...That was important, I think that became missing in my master's program...we never jelled as a group because we never had that kind of shared experience.

The cohort was important to the interns, particularly for Fran and Mike. The cohort provided the support and encouragement to persevere when both Fran and Mike considered quitting the program. In an era when 30% - 50% of new teachers drop out of the profession in the first three to five years (Darling-Hammond, 1998) the model of a cohort could be vitally important to the retention of new teachers. Fran and Mike both shared that it was because of the support of the cohort group that they did not drop out of the program in late October. Fran stated,

> As hard as it was and there were two times when I literally wrote the letter saying, "I'm out of here." The strength of it was because of the way it was structured, when I discussed it with the other people who I interned with, because our group became pretty tight, they talked me out of it. I first tried to quit the end of October. Then the last time was maybe three days before the program was over. I just couldn't take it. And so I think that our group was really, really supportive. I think that was very helpful. I don't think I could have done it if I wasn't part of the group.

Mike had a difficult first placement because of his relationship with his mentor teacher. He felt that he was left to sink or swim and that he was being blamed for things that went wrong. The cohort provided the support he needed to persevere for which he was greatly appreciative.

> It was a really tough time. End of October, early November I was about ready to jump ship. I was so close to jumping ship that my friends in ETEP, the people that I was with and my peer group said stick with it and thank god they did because I wouldn't be teaching today.

For both Mike and Fran, the cohort was essential to their completing the very challenging program. After surviving the intensity of the internship year they were successful in meeting the challenges of being first year teachers even without structured cohorts or supports at their schools.

Comparison of Experiences with Literature

The five goals for graduates promoted in the PDS advocacy literature are to prepare teachers to be collaborative, reflective, use learner-centered practices to reach all students, and practice inquiry to refine their practice. The graduates all felt that they had extensive

experience with four of the outcome goals for graduates of PDS teacher preparation programs promoted in the advocacy literature: reflective, collaborative, learner-centered teaching practices for the success of all students. None of the graduates felt that they had experience with the fifth goal, inquiry. The reason given for this discrepancy was the lack of time for inquiry and the perception that inquiry as research belonged in the university's domain as part of their "business."

The encouraging finding was that there was evidence that each of the graduates continued to use the four outcome goals in their teaching to various degrees, depending on the school context and the orientation of the graduate. Although the contexts varied and the extent to which each graduate implemented the four goals varied, four of the five graduates were pushing the boundaries of what was expected in their schools in relation to the four goals.

Emergent Themes

The five graduates had a variety of experiences in their teacher preparation program. They brought to the program a wide variety of life experiences and have since found themselves teaching in diverse school contexts. Despite the broad variance, there are some similarities across their experiences. Many of the goals of the PDS advocacy literature were prevalent in their teacher preparation and their subsequent teaching practices. There are also consistent themes that emerged from several of their narratives including leadership, building connections with parents, teachers as change agents, and raising expectations.

Backgrounds

In looking at the perceived influence of the teacher preparation program in the context of the life stories of the graduates, it becomes further evidence as the literature suggests (Aitken and Mildon, 1991; Calderhead & Robson, 1991, and Weinstein, 1990), that the experiences a student enters teacher preparation with, influence how the student engages with and interprets what is happening in the program. The graduates, came from various backgrounds, had a variety of experiences in their teacher preparation, and chose to teach in schools that are quite diverse in their cultures, supports, and expectations for teachers. Four of the five have pushed the boundaries in their schools for more collaboration, more

interdisciplinary curriculum, higher expectations, and use of multiple and diverse assessments in order to help all students learn. The fifth graduate, a mid-career changer brought many years of traditional transmission teaching experience to the ETEP program. These prior experiences appear to have shaped what he learned from his experiences during ETEP. He subsequently chose to teach in a school that expected the traditional transmission style of teaching and so he continues to teach primarily through lecture, worksheet, and tests despite the nine-month influence of ETEP.

School Context

The school context has a strong influence on the experiences of teachers and on the extent to which they are able to implement the teaching strategies that were promoted in their teacher preparation program. Each of the graduates seems to have found a school context which is a relatively comfortable match to his or her strengths as a teacher.

Table 3 – Current Teaching Contexts.

	School Level and Student Population	Subject Area(s)	Age Level	Number of Students Taught	Percent Free/ Reduced Lunch[2]	Teaming
Patty Walker	Junior High School 350 students grades 7&8	math, science, reading	8th grade	86	3.6%	yes interdisciplinary by grade level
Mike Fay	High School 670 Students grades 9--12	English - sophomore heterogeneous college level senior English	10th and 12th grade	80	21.6%	yes interdisciplinary by grade level
Jim White	High School 180 students grades 9-12	algebra, basic math, physical science, civics and law	9-10th grade	105	30%	no
Meg Little	Primary School 800 students grades K-2	All subject areas	K	22 in two half day sessions (total 44)	55.3%	yes by grade level and by village
Fran Black	Elementary School 300 students grades K-6	gifted and talented math and enrichment in all subject areas	K-5	8% identified GT but serves all 1st through 3rd students	4.7%	informally

[2] Reported by the state department of education at http://thor.ddp.state.me.us/doe_sfsr/plsql/eddev.ed534.ed534_parameters

Mike was probably the most frustrated after three years of working at a school that had a culture of low expectations for students.

Four of the five graduates provided evidence of ways in which they are pushing the boundaries for more reflective, collaborative, learner-centered teaching for the success of all students within the context of the school. If they were to each be rated on an observation tool for the criteria of reflection, collaboration, learner-centered teaching practices, and success for all students they would each appear to be implementing these goals to various degrees, however within the school contexts in which they teach they are pushing for more of each of these criteria than what currently exists in their schools.

Teaching

The teaching practices of the graduates hold a lot of the promise in relation to the PDS advocacy literature. Patty, Mike, and Meg's teaching strongly reflect what is regarded as best practice (Zemelman, Daniels, & Hyde, 1998), or learner-centered (Appendix A). As teachers, they each hold a strong presence in the classroom which they manage as a learning community in which the student voices are valued. They hold clear, explicit goals for their students, provide multiple opportunities for students with different learning styles to meet those goals. They work with teams of teachers, strive for interdisciplinary curriculum connections, and constantly reflect on and revise their teaching. They provide additional supports to ensure that all students reach the same high standards.

Fran has many of the elements of these models of teaching although her emphasis is on thinking processes and not content, and she teaches primarily to small, selective groups of students in the gifted and talented program although she is branching out. Jim relies primarily on the traditional, transmission model teaching practices that he taught with for 17 years before entering the nine month ETEP program. Jim has a few selective units that reflect the curriculum goals of the learner-centered literature although he does not build the learning community and ensure success for all students as the literature promotes.

The teaching practices of these five graduates are promising. For teacher educators, the practices of these graduates range from modeling the excellence that is possible to

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The figure used for Mike Fay's school was derived from the middle school because figures for the high school were unavailable.

providing an example of the tremendous challenges they face in transforming prior conceptions of the nature of teaching and learning that influence the ways interns observe and reflect on teaching.

Leadership

It is interesting to note that leadership was a strong emergent theme across three of the five narratives. The leadership was the most prevalent in the experiences of the graduates who had been teaching for at least four years. Patty, Meg, and Fran all spoke about leadership as a part of their professional roles.

Patty has had the most extensive leadership roles and is looking into pursuing a position in administration or some other educational leadership position.

> I've definitely fallen right into the leadership piece...This is my third year as team leader. I've been involved with a lot of committees in the district. I think that I'll be involved with education for a long time. I think that I can have a positive impact on kids and be involved with kids without necessarily being in the classroom.

Along with being team leader, she has formally mentored new teachers, served on the committee that developed the student outcomes and benchmarks, served on the professional development committee, and worked with a peer review committee from the state to provide feedback to another school district. It is interesting to note that a year after this study Patty had a child and reduced her work to part-time teaching with less committee work. Fessler and Christensen (1992) have addressed the interplay of professional and personal life cycles of teachers that must be recognized.

Meg had been a leader in assessment in her school and district. She served for several years as the co-chairperson of the assessment committee for the Learning Results Design Team as part of the Improving America's Schools Act (IASA). She had led workshops for the district and led the faculty who worked closest with her through her constant examples.

Fran was active at the state level as a legislative liaison for the professional organization MEGAT (Maine Educators of the Gifted and Talented). She frequently traveled to the state capital and to Washington, D.C. to lobby the congressional delegation for federal legislation to support gifted and talented programs. She was supported by her principal and

found that, "I have to be aware and involved in what's going on. Districts like it when you're involved in these things because it's a higher profile for them." She has written several articles for *The Maine Exchange*, the newsletter of MEGAT. In addition to the MEGAT work Fran was developing curriculum for district approval for the primary grades with the other elementary teacher for the gifted and talented programs.

Mike had not begun to take on leadership roles as he was just completing his third year of teaching. Jim did not appear to be inclined towards taking on leadership roles.

Building Connections with Parents

Building connections with parents was another theme that emerged from several of the narratives. Unlike "leadership," it was not as explicit in the ETEP or PDS literature. Building connections with parents was more apparent at the elementary level than the secondary level. Patty was consciously aware of not involving parents because the eighth graders did not want their parents involved. Rather, she emphasized self-responsibility from her students although she contacted parents when she felt necessary.

The theme of building connections with parents ran throughout Fran's work from her beginnings as a parent herself, to working with a mentor teacher who modeled strategies for connecting with parents, to advocating for and building connections with parents in her own teaching.

> The smartest thing I've done is once a month I meet with parents...We have coffee and we talk. Sometimes it's just very informal, sometimes I have a topic or I bring in a speaker.

The meetings provided a time for Fran to talk with parents and learn about their concerns, skills, children's interests, and provide a time for parents to talk with each other.

Meg provides many volunteer opportunities for parents and families of children in her kindergarten room. She usually had learning centers two days a week when parents helped students with more individualized work. There were public performances and exhibitions of student work like the African Museum to which parents and family were invited. Mike also invited parents at the secondary level to public exhibitions like the coffee house poetry reading. Jim did not provide evidence of building connections with parents.

Teachers as Change Agents

Patty is the most explicit about her role as a change agent, although Mike was also hired as a young innovative teacher onto a team of veteran teachers. Meg brought many new ideas and models of authentic assessment and active learning to her colleagues. Fran sees part of her role as supporting and educating teachers in new teaching strategies to support her students.

Patty felt a lot of pressure when she was hired to be a change agent. As a graduate of ETEP she felt the district was looking for someone who was, "going to be strong, independent, looking at new techniques, trying new things" She also recognized the strengths of her colleagues who, "had been teaching in that room since before I was born...he has obviously an incredible wealth of experience, (I) needed to tap into that too."

Mike pushes for changes in the students' expectations and understanding of quality work in his own classroom, however, he expressed significant frustration at the resistance he experienced from many of his colleagues in implementing curriculum changes mandated by the state. Jim offered guidance to colleagues to align their curriculum with the state learning results as he had seen modeled during his teacher preparation. He downplayed the process as 'giving them what they want' and recognizing that their curriculum already was aligned so just show the administration and state representatives how.

Raising Expectations

Mike was the most adamant about the need to raise expectations for students at his school, although others also spoke about feeling that they expected more than their colleagues. Meg's students were recognized by the first grade teachers as particularly well prepared. Fran's goal was to change the type of education for students by offering and modeling for teachers, challenging, creative activities that required extensive use of higher order thinking skills. Patty felt that she was in a district that expected a lot of their students and their faculty. Jim saw the potential for his small school to become a "little, tiny, power house...because we're small enough you can change things quickly and go...the people here who teach are more than qualified enough to the task." The reason it does not happen he said was because the town's people were only interested in getting the basic K-12 education for the least amount of money.

Mike's greatest frustration seemed to be the presence of low expectations in his school as demonstrated by the frequency of times he made reference to it.

> The number of credits needed for graduation is low, the amount of work teachers give and how hard they push their students is low...the number of students who are pushed to reach their highest potential is low.

Mike said that he had volunteered to be on the committee to examine the graduation requirements, to hire a new principal, and he consistently pushed his students to work to their potential, even through the final six weeks of their senior year of high school.

The portraits of the classroom practices exhibited by these five graduates of a PDS teacher preparation program offer a lot of hope about the potential of the PDS model and quality teacher preparation.

Educational Implications

This study offers implications for educational practice, teacher education, and educational research.

The PDS model as presented by the Holmes Group (1990) has many potential implications for educational practice. There is evidence that the graduates were able to observe and participate in excellent teaching practices, see the effects on student achievement over a longer period of time, and develop the strategies for transferring the teaching strategies to new contexts. Another finding, from trying to identify the participants for this study, was that many of the ETEP graduates were hired by participating PDS schools. In an era of nation wide teacher shortages, having access to a supply of well prepared teachers who are already familiar with the district and schools is a benefit to the participating PDS schools and districts.

A finding related to hiring practices has implications for teacher education programs, graduates of this program were viewed by local administrators as potential change agents in the hiring schools. Being a first year teacher is challenging, being a first year teacher and a change agent can be overwhelming. Teacher education programs need to pay attention to helping graduates make the transition politically and avoid "burn out."

Another implication for teacher education programs is in relation to admissions. This study suggests that when prior schooling experiences are aligned with the teaching practices of the PDS and with the schools in which the graduates teach, the resulting teaching practices hold the promise of the PDS advocacy literature. However, when the prior schooling experiences and life experiences are not well aligned with the goals of the PDS a nine-month teacher preparation program may have less influence on the beliefs and practices of the individual teacher, particularly when the school in which the individual teaches is not aligned with the PDS goals either. Screening at admissions for alignment of philosophy of applicants helps ensure success in the program.

There are several other implications for teacher education programs. In the era of "teacher as decision maker" the PDS offers a way to socialize teachers into the culture of collaborative, reflective, learning-centered teaching. Cultivating mentor teachers is important to the quality of the program. University courses were named as the least influential part of the program except for the few that were closely aligned with classroom practices.

Future Research Questions

This study just begins to ask questions about the potential influence of teacher preparation in a PDS setting. Some of the questions that beg to be asked are:
What influence do graduates of a PDS have on the larger school culture and colleagues with whom they work? Does the PDS influence of collaboration and reflection extend beyond the PDS schools into other schools where the graduates are hired? What influence can a focus on inquiry in a PDS have on subsequent teaching practices of graduates? Are admissions screening processes systematically selecting for alignment of beliefs about teaching and learning and if so is that discriminating? The PDS model is a field rich in complex issues of learning and supporting change in beliefs and practices of teachers. We have only begun to ask the questions.

Appendix A

Characteristics of Learner-Centered Practices from the Literature

	Banks[i]	Darling-Hammond[ii]	Holmes[iii]	McLaughlin & Talbert[iv]	NYS[v]
Teaching Practices					
BUILDING LEARNING COMMUNITIES	IX	19	a(51); b(7,20,35)	169	
cooperative classrooms			a(54); b(19,35)	3	
individual responsibility	IX	20			
collective responsibility	IX	20			
social support for intellectual risk-taking				3, 169	1
positive learning environment					
INSTRUCTIONAL PRACTICES					
active learning			b(10)	2	IX, 1
reflective					
interdisciplinary			b(49)		
variety of practices including drill & lecture when appropriate		1	b(18)	3	X
teacher as coach, mentor, advisor, guide		1	a(46)	1, 169	1
transformative curriculum	IX, 6				
curriculum built on student strengths and interests		22	b(35,38)		
EQUITY					
success for all students			a(30,46); b(VIII, X, 7, 35)		VII, X
social construction of knowledge	IX, 7		b(10)	1,6,169	1,3
multiple voices heard & legitimized	IX,7,9		b(17, 35)		
student voices valued		22	b(40)		
ASSESSMENT			b(75)		
on-going assessment				3	
integrated/imbedded in learning			a(53)	3	IX
motivating					IX
reveal student potential					IX
culturally and developmentally sensitive	2				
Goals for Students					
in-depth understanding		20,22	b(1,7)	7	X
application of knowledge to new and complex situations		v,5	b(14)	1	IX, 1
think creatively		v,5	b(10)		IX, 1
think critically			b(10, 12)		IX, 1
make informed reasoned judgments		1		1	IX, 1
produce					IX, 1
invent		v,5			IX, 1
analyze		v,5			IX, 1

	Banks	Darling-Hammond	Holmes	McLaughlin & Talbert	NYS
assume personal responsibility		5		1	IX, 1
self-initiating life-long learners			b(11)		1,2
work collectively			b(11)		1,2
understand other points of view					2
ability to care	9				IX
motivation to act	11		b(19)		
Teacher Attitudes					
teacher as learner		10	a(7); b(x, 7,41)	2,5	1
evaluates and reflects on practice		10	b(54)	6	
proactive in professional development					
values inquiry		10	a(7); b(viii, 58)		1
joy of learning					
values diversity			b(35)		3
ability to care	IX		b(49)		
treats students with trust, respect and dignity	a(29)	1			
Teacher Knowledge					
tools of academic disciplines		10	a(4); b(10)	2	
knowledge of learner		10	a(28)	3	
pedagogical content knowledge			a(12,51)	3	
School Characteristics			a(4, 67) b(7, 42)		
students needs, interests' + talents are basis of curriculum		29			
vehicles for staff interaction to share knowledge, consultation, collaboration		22	a(57) b(37)	175	
collaborative planning **time**		10,22	b(80)	175	
vehicles for continual improvement and **inquiry**		10,24	a(57); b(7, 37,58)		
schedule allows for extended instructional time				5	
admin. expects and supports teacher learning				175	
school and teacher networks			b(64,79)	177	
equitable access to school funding		1			
student and parent opportunity to contribute to school as a democracy		3,23	b(4, 70)		
professional development opportunities	23		a(57); b(7, 37,46)		

"In a learner-centered view of schooling, the teacher is responsible not merely for 'covering the curriculum' but for connecting with students in ways that actively help them to construct and use their own knowledge." (Darling-Hammond, et. all (1993), p.1)

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